# REVISED 3/15/05
## *2004-2005 No Child Left Behind - Blue Ribbon Schools Program*

### *U.S. Department of Education*

**Cover Sheet**     Type of School: __ Elementary __ Middle _X_ High __ K-12

Name of Principal _Mr. Thomas A. Vandervest_
<div style="text-align:center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other)  (As it should appear in the official records)</div>

Official School Name _Middleton High School_
<div style="text-align:center">(As it should appear in the official records)</div>

School Mailing Address _2100 Bristol Street_
<div style="text-align:center">(If address is P.O. Box, also include street address)</div>

| Middleton | WI | 53562-2746 |
|---|---|---|
| City | State | Zip Code+4 (9 digits total) |

County _Dane_                    School Code Number* _0060_

Telephone (608 ) 829-9923          Fax ( 608 )  831-1995

Website/URL _www.mcpasd.k12.us/mhs/_     E-mail _Tomv@mcpasd.k12.wi.us_

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____

(Principal's Signature)


Name of Superintendent* _Dr. Bill Reis_
<div style="text-align:center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</div>

District Name _Middleton-Cross Plains Area School District_     Tel. ( 608 ) 829-9004

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____

(Superintendent's Signature)

Name of School Board
President/Chairperson _Mr. Felix Richgels_
<div style="text-align:center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</div>

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____

(School Board President's/Chairperson's Signature)

1

*Private Schools: If the information requested is not applicable, write N/A in the space.*

# PART I - ELIGIBILITY CERTIFICATION

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   - __6__ Elementary schools
   - __2__ Middle schools
   - __0__ Junior high schools
   - __1__ High schools
   - __1__ Other – Middleton Alternative Senior High
     (Charter high school)
   - __10__ TOTAL

2. District Per Pupil Expenditure: __$10,227.00__

   Average State Per Pupil Expenditure: __$ 9,628.00__

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

   - [  ] Urban or large central city
   - [  ] Suburban school with characteristics typical of an urban area
   - [ X] Suburban
   - [  ] Small city or town in a rural area
   - [  ] Rural

4. __8__ Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

| Grade | # of Males | # of Females | Grade Total | | Grade | # of Males | # of Females | Grade Total |
|-------|-----------|--------------|-------------|--|-------|-----------|--------------|-------------|
| PreK | | | | | 7 | | | |
| K | | | | | 8 | | | |
| 1 | | | | | 9 | 243 | 230 | 473 |
| 2 | | | | | 10 | 247 | 237 | 484 |
| 3 | | | | | 11 | 245 | 240 | 485 |
| 4 | | | | | 12 | 247 | 223 | 470 |
| 5 | | | | | Other | | | |
| 6 | | | | | | | | 1912 |
| TOTAL STUDENTS IN THE APPLYING SCHOOL → | | | | | | | | |

*[Throughout the document, round numbers to avoid decimals.]*

6.  Racial/ethnic composition of          89 % White
    the students in the school:          3 % Black or African American
                                         4 % Hispanic or Latino
                                         3 % Asian/Pacific Islander
                                         1 % American Indian/Alaskan Native
                                       100% Total

    Use only the five standard categories in reporting the racial/ethnic composition of the school.

7.  Student turnover, or mobility rate, during the past year:     7.7  %

    (This rate should be calculated using the grid below.  The answer to (6) is the mobility rate.)

| (1) | Number of students who transferred *to* the school after October 1 until the end of the year. | 55 |
|---|---|---|
| (2) | Number of students who transferred *from* the school after October 1 until the end of the year. | 87 |
| (3) | Subtotal of all transferred students [sum of rows (1) and (2)] | 142 |
| (4) | Total number of students in the school as of October 1  (2003-2004) | 1836 |
| (5) | Subtotal in row (3) divided by total in row (4) | 0.077 |
| (6) | Amount in row (5) multiplied by 100 | 7.7 |

8.  Limited English Proficient students in the school:     3.7 %
                                                           70     Total Number Limited English Proficient

    Number of languages represented:     19
    Specify languages: Spanish, Chinese, Punjabi, Amharic, Korean, Vietnamese, Indonesian, Albanian, Twi, Hmong, Swahili, Urdu, Bosnian, Farsi, Arabic, Phillipino, Russian, Greek, Khmer

9.  Students eligible for free/reduced-priced meals:     8.4 %

        Total number students who qualify:          160

    If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: ___12.2 %

              ___233___ Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

| | |
|---|---|
| __12_ Autism | __6__ Orthopedic Impairment |
| __0_ Deafness | __41_ Other Health Impaired |
| __2_ Deaf-Blindness | __115_ Specific Learning Disability |
| __40_ Emotional Disturbance | __94_ Speech or Language Impairment |
| __6_ Hearing Impairment | __1_ Traumatic Brain Injury |
| __16_ Mental Retardation | __2_ Visual Impairment Including Blindness |
| __0_ Multiple Disabilities | |

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

| | **Full-time** | **Part-Time** |
|---|---|---|
| Administrator(s) | 5 | 0 |
| Classroom teachers | 107 | 29 |
| Special resource teachers/specialists | 9 | 4 |
| Paraprofessionals | 23 | 4 |
| Support staff | 26 | 7 |
| Total number | 170 | 44 |

12. Average school student-"classroom teacher" ratio: ___24.6

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

| | 2003-2004 | 2002-2003 | 2001-2002 | 2000-2001 | 1999-2000 |
|---|---|---|---|---|---|
| Daily student attendance | 96 % | 97 % | 98 % | 97 % | 98 % |
| Daily teacher attendance | 96 % | * % | * % | * % | * % |
| Teacher turnover rate | 9 % | 5 % | 9 % | 8 % | 7 % |
| Student dropout rate (middle/high) | 1 % | 1 % | 0 % | 1 % | 2 % |
| Student drop-off rate (high school) | 0 % | 0 % | 0 % | 0 % | 0 % |

* Data not available

14.     (**_High Schools Only_**)  Show what the students who graduated in Spring 2004 are doing as of September 2004.

| | |
|---|---|
| Graduating class size | 403 |
| Enrolled in a 4-year college or university | 64 % |
| Enrolled in a community college | 4 % |
| Enrolled in vocational training | 12 % |
| Found employment | 9 % |
| Military service | 6 % |
| Other (travel, staying home, etc.) | 4 % |
| Unknown | 1 % |
| **Total** | 100 % |

# PART III – SUMMARY

The Middleton-Cross Plains School District (MCPASD), located in south central Wisconsin on the western shore of Lake Mendota, is the 25th largest school district in the state and one of the fastest growing communities in Dane County. It enrolls approximately 5500 students in six elementary schools, two middle schools, one high school and one Charter high school. MCPASD consists of nine jurisdictions and covers 70 square miles.

Although final decision-making power rests with the principal, the involvement of teams of people creates and facilitates cohesion, consensus and ownership in the learning community. The school operates with all of the traditional groups such as an administrative team, departments based on curricular areas, a student council and a parent organization called, "Parent Connections." However, it is how these teams conduct business that makes MHS unique.

One of Middleton High School's (MHS) strong assets is the physical building. A 25 million dollar renovation/addition was recently completed. The building is well equipped with technology that enhances our curricular offerings and helps our programs keep pace with the demands of the times. An excellent example is in our art department where we offer computer art courses. Another is our system of resource areas including eight computer labs where students sign in during their study halls and receive one-on-one or small group tutoring from certified teachers or access computers to do their homework.

MHS has become a large school that has managed to maintain personal connections with its students. Student services staff report that the vast majority of our students feel connected with a staff member or small group somewhere in our building or in our program offerings. MHS staff thoughtfully cultivates these connections with a freshmen advisory program. For students requiring a unique educational experience, we also have Middleton Alternative Senior High (MASH). Although MHS and MASH are physically separate buildings, they are not isolated, making it possible for MASH students to study in specialty areas such as music and art.

Our greatest strength is, "our diversity of opportunity." This opportunity comes not only in curricular areas but also in our athletics and activities. MHS has many talented students who strive to achieve academically, athletically, musically, artistically, and dramatically. Students are exposed to many different experiences and their achievements in these areas are accepted, respected, and rewarded beyond the traditional athletic banquets. Special recognitions include such events as a yearly breakfast with the principals focused on academic achievements and our very own Oscars for thespians.

Since MHS prides itself on providing diverse experiences it is also accepting of students' strengths and maintains an atmosphere that allows others to be different. We are respectful and tolerant and we value exploring different points of view. To demonstrate this commitment MHS actively sponsors students groups such as the Alliance to End Homophobia, AHANA to address minority student success, and Imagine to end gender inequities. MHS student council held a school wide assembly that helped students examine political issues during last year's elections.

In summary, our learning community operates under the principle that students need to be self-managing learners that develop the capacity to think and reason by being challenged intellectually. MHS staff believes that every student can and will learn if presented with the right opportunity to do so and that goals and expectations should apply to all students, but the means to these goals will vary. The tone of our school explicitly stresses the values of integrity, trust, and decency. Family and community participation and support is essential. Each individual must accept personal and community responsibility. The mission statement of MHS emphasizes these fundamental values and beliefs and the needs and achievements of the individual learner.

Middleton High School is a learning community that fosters intellectual growth and habits of commitment, reflection, wellness and wonderment; developing citizens who make a living, a life, a difference.

# PART IV – INDICATORS OF ACADEMIC SUCCESS

## SECTION 1:  MEANING OF SCHOOL ASSESSMENT RESULTS

Middleton High school (MHS) staff members echo State Superintendent Elizabeth Burmaster's belief that, "fundamental to every student's success is a clear set of expectations of academic achievement."  As a result, the state of Wisconsin and the Middleton-Cross Plains Area School District (MCPASD) has adopted a set of academic standards.  Each year, tenth grade students complete the Wisconsin Knowledge and Concepts Exam (WKCE) to determine what standard material they have mastered in the areas of reading, language arts, mathematics, science, and social studies.

WKCE results are compiled for individual students and for each school district in the state. Results are reported using four categories of proficiency ratings.  A student who performs at the *minimal* level demonstrates limited academic knowledge and skills.  A *basic* level indicates some knowledge and skills. *Proficient* means the student is competent and an *advanced* rating demonstrates an in-depth understanding of the standard material being tested.

The percentage of Middleton High School sophomores scoring in the proficient and advanced category for reading, language, and mathematics is compared yearly to all high schools in Dane County, the schools in and immediately surrounding the state's capital.  MHS student performance is also compared to other students and districts statewide.

When the average for six years is computed for *reading*, 83% of MHS sophomores score proficient or advanced which is first among the 14 high schools in Dane County.  The state average for the same period is 68% scoring proficient or advanced.  *In language arts* the six year average is 79% proficient or advanced for MHS, which again ranks first in Dane County.  The state average for sophomores in language arts is 64% proficient or advanced. In *mathematics* the six year average is 76% proficient or advanced for MHS which ranks first in Dane County and compares to 51% average for sophomores throughout the state.  Information on the results of the WKCE for Middleton High School can be found at:  http://www.dpi.state.wi.us/sig/index.html.

The only data for MCPASD subgroups that is available is related to students with disabilities.  All other subgroups cannot be addressed because the disaggregated data cannot be considered statistically valid.  The needs of students performing at minimal or basic proficiency levels are addressed through their Individual Education Plans (IEP).

MHS students also consistently perform above their peers not only statewide but also nationally on other standardized college entrance tests such as the ACT and SAT. The chart below provides the *ACT* results for MHS students in comparison to the state and national averages *for the past 5 school years*. Our students out performed their peers in reading, English and Mathematics.

| | | | |
|---|---|---|---|
| Average ACT score in Reading: | 23.4 MHS | 21.2 State | 19.7 National |
| Average ACT score in English: | 22.4 MHS | 20.6 State | 18.6 National |
| Average ACT score in Mathematics: | 23.9 MHS | 20.8 State | 19.0 National |

The chart below indicates the SAT results for MHS students in comparison to the state and national averages *for the past 5 school years*. Again, MHS students score higher than their peers both statewide and nationally.

| | | | |
|---|---|---|---|
| Average SAT Verbal score: | 591 MHS | 585 State | 522 National |
| Average SAT Mathematics score: | 626 MHS | 600 State | 535 National |

Using results from the WKCE, ACT and SAT as indicators of academic success demonstrates that Middleton High School students consistently excel when compared to their peer group not only locally but also on the state and national levels.

**SECTION 2:  SCHOOL USE OF ASSESSMENT DATA**

Data from the Wisconsin Knowledge and Concepts Exam (WKCE) is shared not only with district administration but also with the teaching faculty.  Academic department coordinators, along with other department members, analyze problem areas.  A confidential report is also generated consisting of all students who have scored in the minimal or basic category in Reading, Language Arts, Mathematics, Science and Social Studies.  The list identifies if the student is in ELL-English Language Learners or SPED-Special Education.  Examples from the list are included below (M = minimal, B = basic, P = proficient, A = advanced).

| Name | Reading | Language Arts | Math | Science | Social Studies | ELL | SPED |
|------|---------|---------------|------|---------|----------------|-----|------|
| Student 1 | P | B | B | P | P | no | LD |
| Student 2 | M | B | P | M | B | yes | no |

The item analysis for each subtest of the WKCE is shared with the teachers.  Instructional activities are evaluated to determine if the concepts are being presented to the students.  This analysis identifies how students are performing on the tested items.  Adjustments in curriculum and teaching methodology are made to meet the needs of the students.

The list is also used preventively. It is reviewed to identify "gray area" students and evaluate their educational program so that we do not wait until they fail to make adjustments in course selections or special programming.   Individualized student reports are available from the students' guidance counselors.  This information is not only used for educational programming to identify strengths and areas for remediation but it is also used by student services for assistance in pre-referral interventions, in special education evaluations, and in setting learning goals for students already receiving special education services.

**SECTION 3:  SCHOOL COMMUNICATION OF STUDENT PERFORMANCE**

Communication of student performance data occurs on several levels including the information provided directly to students and their parents, parent groups, community stake holders, the surrounding communities, and the Department of Public Instruction.

The traditional methods for students and parents include progress reports and quarterly report cards. In November of the first semester parent-teacher conferences are held.  Later, individual sophomore student results and a booklet of explanation from the WKCE state test are mailed to the parents. These reports and activities facilitate communication among students, parents, and school staff and serve to motivate student improvement.

In the near future, MHS will be providing parents with access to on-line, real-time data on their students' progress.  Parents will be able to monitor attendance, assignments, grades, and standardized test results by accessing MHS student management systems via a parent portal and pass code. Ultimately, this will empower parents to help their children achieve.

As for parent groups and other community stakeholders, the data is compiled and shared and discussed during meetings.  A school profile is produced each year sharing assessment information for the graduating class including composite scores on ACT and SAT tests.  The district annually produces a booklet entitled *Middleton-Cross Plains Area Schools School Performance Report*.  This report is mailed to every household in the district and an annual meeting is hosted by the school board to present and discuss information in a community forum.

The district also employs a publicist whose role is to share district results with community stake holders and the surrounding communities.   School results of the WKCE are posted on the district website, published in the local newspaper and in the Madison newspapers.  Complete data comparison of all Dane County high schools is compiled by the district office and shared on the district website and in area newspapers.

**SECTION 4:  SHARING SUCCESSES WITH OTHER SCHOOLS**

The Middleton-Cross Plains Area School District (MCPASD), including Middleton High School (MHS), staff regularly communicate with the media, publish articles, and more importantly, utilize important affiliations with other schools and their staff about unique and successful programs. These affiliations assist us in developing new and creative ways of fostering student achievement. Some of these affiliations are described below.

First is statewide agencies such as the Wisconsin Department of Public Instruction (DPI) and Cooperative Education Service Agency for region two (CESA 2).  DPI provides training workshops for administering the WKCE and for data interpretation.  It also publishes test results for all districts in the state. CESA 2 provides workshops on data collection, processing, and dissemination.  They also provide in-service programs, curriculum development assistance, and many other services.  MCPASD and other districts throughout the state have participated in these activities and assisted each other in developing, implementing and sharing best practices.

Second is the connections made with other Dane County school districts in which area superintendents, special education directors, and social workers, to mention a few, meet regularly and discuss successes as part of their regular agenda items.

Third is the Big-8 Conference or a group of schools that have organized to form an Interscholastic Athletic Association.  The high school principals in the Big-8 conference meet monthly and share strategies for improving student performance in their schools.  Guidance counselors in the Big-8 conference also meet on a regular basis to share information, ideas, and strategies.  Our high school principal is currently the chairperson of the Big-8 Conference.

Finally, MCPASD staff belongs to a variety of professional organizations. Successes are shared through interactions of staff at meetings throughout the area and the state.  For example, principals attend the Association of Wisconsin School Administrators Conference held each fall and share strategies with colleagues as well as get new ideas and updates on current literature. Our principal was recognized as the Principal of the Year last year for region 5 of the Wisconsin Association of School Councils and he was also recognized by Governor James Doyle with a certificate of commendation for his leadership in education.

# PART V – CURRICULUM AND INSTRUCTION

**SECTION 1:  SCHOOL CURRICULUM**

Each curricular area offers courses that are aligned with district and state standards. They are designed to reach a wide range of student abilities, talents, and interests. English and Science are described in sections 2B and 3. The rest of the curricular areas are described below.

All Social Studies courses offer the opportunity for differentiated learning as students are grouped heterogeneously so that students of diverse ability and background learn with one another.  To ensure equal opportunity for all students, appropriate support in provided.  All students are required to complete World History and US History/Government. Students may choose to take these required courses integrated with English or team-taught over a two-period block. Electives include Modern Affairs, Diversity, Sociology, Psychology, Contemporary Social Problems and Advanced Placement (AP) Psychology, AP US History, and AP European History.

The mathematics curriculum is based on state and national (NCTM) standards. Students are involved with real-world applications, technology use, and connections with other disciplines.  Students become flexible problem solvers in a broad spectrum of mathematical concepts.

The Art Department offers fourteen different art courses that include four levels of studio art and four levels of computer art.  There are also specialized courses offered in Web-site Design, Photography, Yearbook, Commercial Art and AP Studio Art (credit based on portfolio).

In the Foreign Language Department, students can study up to five years of French, German, or Spanish. Skills in listening, speaking, reading and writing are developed at each level.  Students begin by learning to communicate about topics from daily life and progress to being able to narrate, ask for information, give opinions, and discuss literature, history, culture and/or current events.  Upper level classes are conducted entirely in the target language.

The Music Department core curriculum performance groups include four concert bands, three choirs, and two orchestras. These groups follow carefully designed curricula that teach music fundamentals, content understanding, and the importance of human communication through music performance. Students receive small group instruction weekly and can participate in co-curricular groups to enrich their experience. Nonperformance classes include the History of Popular Music, and an Advanced Music course on theory, history, and composition. The overall goal is to create independent musicians who will continue to make music part of their lives.

Our Physical Education program encourages a holistic approach to wellness by promoting physical activity, improving nutritional habits, and increasing cooperative social behavior in an attempt to foster lifelong healthier lifestyles.  A variety of courses are offered to meet the interests of all students including Ropes Challenge, Social Fitness, Lifeguarding and Outdoor Pursuits.

Business, Marketing, and Information Technology Department provides instruction relating to business and industry and develops knowledge, marketable skills, and experience.  The goal is to provide a strong business foundation and marketing attitudes/skills applicable in a constantly changing world so that students are competent, productive and successful workers.

Family and Consumer Education (FCE) emphasizes the reciprocal roles of society and the family. FCE empowers individuals and families to manage the challenges of living and working in a diverse global society.  Its unique focus is on families, work, and their interrelationships. Students develop the knowledge, attitudes, and skills needed to be contributing members of families and to deal critically and creatively with family-related concerns. Students are prepared for the world of work through state certified courses in Child Care, Nursing Assistant, and Work Cooperative.  An advanced standing Medical Terminology class is also offered.

The Technology Education program offers the traditional hands-on learning experiences of woods, metals, and powers laboratory classes and higher-order thinking, high-tech classes such as Computer-Aided Design and Engineering Problem Solving.  All classes focus on technology in society that encourages appreciation and understanding of living in an ever-changing world.

**SECTION 2B:  SECONDARY SCHOOL ENGLISH LANGUAGE CURRICULUM**

The English department educates nearly all of its nineteen hundred students on a daily basis in fourteen classrooms with eighteen dedicated teachers.  The students select a variety of twenty-three different courses during their four years at MHS.  While approximately three-fourths of our students prefer the college-preparatory courses, we also offer courses aimed at students who will finish their formal education by grade twelve.

We offer four courses that students can select from in grade nine, including one advanced and one remedial level.  Each of these courses includes reading, writing, speaking, and grammar, and students are assisted in electing which course would best fit their needs.  While advanced tenth-grade students are allowed into the elective selections in their sophomore year, all other students are offered three choices for their second year of high school, again exposed to reading, writing, speaking, and grammar.

Beginning in eleventh grade, students can select from the sixteen remaining courses that our department offers.  These classes range from a reading course aimed at increasing efficiency to Advanced Placement (AP) courses that prepare students for success in AP tests.  We also offer literature courses of various interest levels, composition courses, poetry and drama classes, and even a film class.

Our reading specialist tests and remediates students who struggle. Our school also includes an English Language Learners  department for students whose native language is not English.

**SECTION 3:  SECONDARY SCHOOL SCIENCE CURRICULUM**

The science experience at MHS is characterized by a progressive sequence that extends from grades nine through graduation.  The majority of MHS students begin science with Biology and go on to take both Chemistry and Physics.  Many students take a fourth and fifth full year of science that might include Advanced Biology, AP Chemistry, AP Environmental Science, or a split year of Advanced Physics and Biotechnology.

The science offerings for almost every course have options for students whose abilities and interests are strongly directed towards science and for those students who recognize the importance of science and technology but for who science is a secondary interest or whose math proficiency and comfort is not strong.   These classes are General Biology, Chemistry in the Community, General Physics, Environmental Studies, Astronomy and Principles of Technology.  On a daily basis students work to complete an individual class but do so by utilizing the abilities gained in the previous courses and simultaneously developing the skills and knowledge needed to be successful in another area of science.

The science teachers provide a learning environment that is safe both with respect to the student's personal needs and encouragement of the student's desire to extend their own understanding.  The science faculty models their own personal commitment to learning through continuing education; as well as their personal interest in science as a means of explaining the world.  The science staff understands that the abilities of individuals are enhanced by collaboration.   No science courses are taught by a single individual; teams of teachers work together to plan and implement any given class on a daily basis.

Students build a conceptual framework and develop problem-solving abilities within the science curriculum that they will be able to utilize within the greater community.  The primary source of this framework is an extension of the scientific process of objective observation and analysis of relevant information utilized in almost every science class at MHS.  Most importantly science facts are related to students' daily lives to stimulate continuing interest in learning, and an understanding of the impact science has on them.

**SECTION 4:  INSTRUCTIONAL METHODS TO IMPROVE STUDENT LEARNING**

Although specific strategies of instruction vary from curriculum area to curriculum area, common goals exists in the use of technology to enhance the education experience and in personalizing the educational experience for each and every student. MHS believes these goals are important for improving learning opportunities for students.  Technology is a goal because it is an ever increasing reality of our world and students are highly motivated to learn new things when it is incorporated.  Personalizing is a goal because we have grown into a large school over the past few years.  Maintaining connections helps students feel valued and respected. Risks or barriers to learning, such as violence and drug abuse are minimized, and students perform better.

Curriculum is differentiated for students through course design in all curricular areas.   Within the classes a wide range of strategies are employed to foster student learning.  Projects, small group work, peer partnering, and large group instruction are examples of strategies that are utilized.  In addition, many courses utilize laboratory type facilities to help students build their skills in a progressive manner.  The factual base, skill sets, and analysis abilities needed to understand and problem solve in an increasingly complex society are expanding. MHS staff feels it is critical that we keep pace with society by helping our students address these needs.

Beyond the traditional strategies found in our basic units or required coursework, students are empowered through choices.  We have a wide variety of courses to choose from so that students can take courses that appeal to their interests.  However, within that interest area students are challenged to the next level of performance ability.  We also take very seriously the need to address the total well-being of the student by offering the same menu of options through our visual arts, performing arts, practical arts, and physical education.

Student learning is also improved through the variety of support we have incorporated into our learning community.  Freshmen students can take a Student Support course which is modified study hall time in which study skills, and student advocacy skills are developed.  Students can use an elaborate system of resource rooms in which certified teachers tutor, as part of their school service hours, students in individual or small group setting. Individual students or classes may also spend time in the LMC (Library Media Center) for research and/or group presentations by the Library Media Specialists. Students can also have access to the LMC throughout the day for research, quiet study, casual reading and browsing. Independent study with a teacher-mentor is available for juniors and seniors interested in pursuing topics in depth.  The total well-being of the student is addressed through the opportunities offered in the visual and performing arts as well as the practical arts.


**SECTION 5:  PROFESSIONAL DEVELOPMENT PROGRAM**

Professional development options are district programs embedded and created to support teachers in their daily instruction in the classroom.  Two strands of professional development exist.  The first strand is based on school goals and district initiatives.  In-service for staff on the framework of poverty and the 6 + 1 writing traits are examples of district initiatives to help all teachers grow in skill development and sensitivity to unique student need.  The second strand is opportunities based on individual teacher needs. A professional growth plan is developed and elective course options are offered that provide day-to-day activities that help teachers develop skills in the classroom.  The courses are aligned with goals and objectives of the district, the school, and the individual teachers, and graduate credit can be obtained through Viterbo.  Examples of these courses include:  strategies for dealing with students experiencing alcohol and drug issues; strategies for addressing barriers to student learning; strategies for dealing with student characteristics of generational poverty; techniques for differentiating curriculum; integrating technology in the classroom.  Because the staff development is aligned with teacher goals, there is a direct benefit to student learning in the classroom.

# PART VI - PRIVATE SCHOOL ADDENDUM

**Not applicable.**

# PART VII - ASSESSMENT RESULTS

**State of Wisconsin 2005 Blue Ribbon School Nominee Proficiency Information**

School Name and District:  Middleton High School, Middleton
Test Grade Level, Subjects, and Years of Data: Grade 10 Reading and Mathematics, 2001-02 through 2003-04
School Percent Free and Reduced Price Lunches, 2003-04: 8%
Test Name and Publisher: Wisconsin Knowledge and Concepts Examinations (WKCE), CTB/McGraw-Hill

|  | Reading | | | Math | | |
|---|---|---|---|---|---|---|
|  | **2003-04** | **2002-03** | **2001-02** | **2003-04** | **2002-03** | **2001-02** |
| Month of Test Administration | February | November | November | February | November | November |
| **School Information and Scores:** | | | | | | |
| # FAY* in school students tested (WKCE <u>or</u> alternate ) | 418 | 423 | 375 | 411 | 416 | 375 |
| % of all FAY students tested | 98% | 98% | 100% | 98% | 98% | 100% |
| % tested on WKCE scoring at or above Minimal | 100% | 100% | 100% | 100% | 100% | 100% |
| % tested on WKCE scoring at or above Basic | 95% | 95% | 94% | 95% | 94% | 86% |
| % tested on WKCE scoring at or above Proficient | 86% | 86% | 76% | 90% | 88% | 68% |
| % tested on WKCE scoring at or above Advanced | 71% | 67% | 38% | 61% | 49% | 35% |
| Number of students alternately assessed** | 1 | 2 | 2 | 1 | 2 | 2 |
| % of all students alternately assessed | 0.2% | 0.5% | 0.5% | 0.2% | 0.5% | 0.5% |
| **School Scores by Student Subgroup:*** | | | | | | |
| *American Indian/Alaskan Native* | | | | | | |
| # FAY* in school students tested (WKCE <u>or</u> alternate ) | 1 | 1 | 0 | 1 | 1 | 0 |
| % of all FAY students tested | * | * | | * | * | |
| % tested on WKCE scoring at or above Minimal | * | * | | * | * | |
| % tested on WKCE scoring at or above Basic | * | * | | * | * | |
| % tested on WKCE scoring at or above Proficient | * | * | | * | * | |
| % tested on WKCE scoring at or above Advanced | * | * | | * | * | |
| Number of students alternately assessed** | * | * | | * | * | |
| % of all students alternately assessed | * | * | | * | * | |
| *Asian/Pacific Islander* | | | | | | |
| # FAY* in school students tested (WKCE <u>or</u> alternate ) | 4 | 14 | 10 | 4 | 14 | 10 |
| % of all FAY students tested | * | 100% | 100% | * | 100% | 100% |
| % tested on WKCE scoring at or above Minimal | * | 100% | 100% | * | 100% | 100% |
| % tested on WKCE scoring at or above Basic | * | 86% | 100% | * | 93% | 80% |
| % tested on WKCE scoring at or above Proficient | * | 79% | 50% | * | 79% | 60% |
| % tested on WKCE scoring at or above Advanced | * | 71% | 20% | * | 64% | 20% |
| Number of students alternately assessed** | * | 0 | 0 | * | 0 | 0 |
| % of all students alternately assessed | * | 0% | 0% | * | 0% | 0% |
| *Black, non-Hispanic* | | | | | | |
| # FAY* in school students tested (WKCE <u>or</u> alternate ) | 5 | 7 | 5 | 5 | 7 | 5 |
| % of all FAY students tested | * | 100% | * | * | 100% | * |
| % tested on WKCE scoring at or above Minimal | * | 100% | * | * | 100% | * |
| % tested on WKCE scoring at or above Basic | * | 86% | * | * | 86% | * |
| % tested on WKCE scoring at or above Proficient | * | 86% | * | * | 86% | * |
| % tested on WKCE scoring at or above Advanced | * | 57% | * | * | 29% | * |
| Number of students alternately assessed** | * | 0 | * | * | 0 | * |
| % of all students alternately assessed | * | 0% | * | * | 0% | * |
| *Hispanic* | | | | | | |
| # FAY* in school students tested (WKCE <u>or</u> alternate ) | 7 | 13 | 4 | 7 | 13 | 4 |
| % of all FAY students tested | 71% | 100% | * | 71% | 100% | * |
| % tested on WKCE scoring at or above Minimal | * | 100% | * | * | 100% | * |
| % tested on WKCE scoring at or above Basic | * | 64% | * | * | 64% | * |
| % tested on WKCE scoring at or above Proficient | * | 55% | * | * | 55% | * |
| % tested on WKCE scoring at or above Advanced | * | 36% | * | * | 9% | * |
| Number of students alternately assessed** | * | 2 | * | * | 2 | * |
| % of all students alternately assessed | * | 15% | * | * | 15% | * |

| | | | | | | |
|---|---|---|---|---|---|---|
| *White, non-Hispanic* | | | | | | |
| # FAY* in school students tested (WKCE <u>or</u> alternate ) | 401 | 387 | 356 | 396 | 380 | 356 |
| % of all FAY students tested | 99% | 98% | 100% | 99% | 98% | 100% |
| % tested on WKCE scoring at or above Minimal | 100% | 100% | 100% | 100% | 100% | 100% |
| % tested on WKCE scoring at or above Basic | 95% | 96% | 94% | 96% | 95% | 87% |
| % tested on WKCE scoring at or above Proficient | 86% | 87% | 78% | 91% | 89% | 70% |
| % tested on WKCE scoring at or above Advanced | 72% | 68% | 39% | 62% | 49% | 36% |
| Number of students alternately assessed** | 0 | 0 | 1 | 0 | 0 | 1 |
| % of all students alternately assessed | 0% | 0% | 0.3% | 0% | 0% | 0.3% |
| *Limited English Proficient* | | | | | | |
| # FAY* in school students tested (WKCE <u>or</u> alternate ) | 5 | 9 | 6 | 5 | 9 | 6 |
| % of all FAY students tested | * | 100% | 100% | * | 100% | 100% |
| % tested on WKCE scoring at or above Minimal | * | 100% | * | * | 100% | * |
| % tested on WKCE scoring at or above Basic | * | 57% | * | * | 71% | * |
| % tested on WKCE scoring at or above Proficient | * | 29% | * | * | 43% | * |
| % tested on WKCE scoring at or above Advanced | * | 14% | * | * | 0% | * |
| Number of students alternately assessed** | * | 2 | 1 | * | 2 | 1 |
| % of all students alternately assessed | * | 22% | 17% | * | 22% | 17% |
| *Economically Disadvantaged* | | | | | | |
| # FAY* in school students tested (WKCE <u>or</u> alternate ) | 30 | 20 | 15 | 30 | 20 | 15 |
| % of all FAY students tested | 90% | 100% | 100% | 90% | 100% | 100% |
| % tested on WKCE scoring at or above Minimal | 100% | 100% | 100% | 100% | 100% | 100% |
| % tested on WKCE scoring at or above Basic | 96% | 79% | 57% | 85% | 84% | 50% |
| % tested on WKCE scoring at or above Proficient | 70% | 68% | 21% | 70% | 79% | 0% |
| % tested on WKCE scoring at or above Advanced | 44% | 58% | 0% | 33% | 26% | 0% |
| Number of students alternately assessed** | 0 | 1 | 1 | 0 | 1 | 1 |
| % of all students alternately assessed | 0% | 5% | 7% | 0% | 5% | 7% |
| *Students with Disabilities* | | | | | | |
| # FAY* in school students tested (WKCE <u>or</u> alternate ) | 52 | 48 | 57 | 49 | 46 | 56 |
| % of all FAY students tested | 94% | 96% | 100% | 94% | 96% | 100% |
| % tested on WKCE scoring at or above Minimal | 100% | 100% | 100% | 100% | 100% | 100% |
| % tested on WKCE scoring at or above Basic | 73% | 70% | 68% | 73% | 63% | 46% |
| % tested on WKCE scoring at or above Proficient | 41% | 41% | 34% | 51% | 41% | 23% |
| % tested on WKCE scoring at or above Advanced | 24% | 13% | 9% | 18% | 2% | 5% |
| Number of students alternately assessed** | 0 | 0 | 1 | 0 | 0 | 1 |
| % of all students alternately assessed | 0% | 0% | 2% | 0% | 0% | 2% |
| **State Scores** | | | | | | |
| # FAY* in district students tested (WKCE <u>or</u> alternate) | 66,505 | 67,689 | 67,659 | 66,505 | 67,689 | 67,659 |
| % of all FAY in district students tested | 99% | 97% | 96% | 99% | 97% | 96% |
| % tested on WKCE scoring at or above Minimal | 100% | 100% | 100% | 100% | 100% | 100% |
| % tested on WKCE scoring at or above Basic | 86% | 87% | 85% | 84% | 83% | 66% |
| % tested on WKCE scoring at or above Proficient | 71% | 73% | 62% | 71% | 71% | 44% |
| % tested on WKCE scoring at or above Advanced | 51% | 53% | 24% | 26% | 25% | 16% |
| % of all students alternately assessed** | 1% | 1% | 1% | 1% | 1% | 1% |

*FAY = Full Academic Year

**Alternate assessments approved under the Wisconsin accountability system are administered to qualified students with disabilities and Limited English Proficient (LEP) students.

***Per Wisconsin policy, test results for individual student subgroups with fewer than six students are not released for public consumption in order to protect student privacy. In addition, some test results for other student subgroups are suppressed because their performance of students can be inferred indirectly. Suppressed data are noted within the table with an asterisk (*).